



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3: January 1, 2019 - June 30, 2020**

Grant period from

☒ Pre-award costs are not permitted.

**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization **Lubbock ISD** CDN **152901** Vendor ID **1756001989** ESC **17** DUNS **020333878**

Address **1628 19th Street** City **Lubbock** ZIP **TX** Phone **806-219-0000**

Primary Contact **Ricardo Rodriguez** Email **rick.rodriguez@lubbockisd.org** Phone **806-219-0041**

Secondary Contact **Denise Mattson** Email **denise.mattson@lubbockisd.org** Phone **806-219-0450**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Dr. Kathy Rollo** Title **Superintendent**

Email **kathy.rollo@lubbockisd.org** Phone **806-219-0070**

Signature  Date **11/12/18**

Grant Writer Name **Denise Mattson** Signature  Date **11/12/18**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Currently, staff identified as non-white is 35% while the student population identified as non-white is 77%. Specifically, African Amer staff 6.7% to African Amer student 13.7%, Hispanic staff 25.9%, student 58.9%.	The Lubbock ISD has created a Grow Your Own plan with input from a committee comprised of members from various departments including Human Resource, , Professional Development, School Support as well as campus administration. The plan to certification has several paths. The plan will be shared with stakeholders.
Currently, the number of female teachers is 80.8% compared to the male teachers which is 19.2%	The Lubbock ISD has created a Grow Your Own plan with input from a committee comprised of members from various departments including Human Resource, , Professional Development, School Support as well as campus administration. The plan to certification has several paths. The plan will be shared with stakeholders.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Increase the diversity of the teaching staff by increasing the number by 8 of non-white teachers receiving a certification and employing these teachers in district classrooms by fall of 2020.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

January - March 2019

Memorandum of Understanding will be developed with the selected EPP.

Candidates for certification programs will be identified.

Candidates will complete the application for certification programs.

Candidates will be chosen and names will be submitted to the Texas Education Agency.

Each HS will identify students that may be interested in teaching and a list will be developed.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

April - June 2019

Candidates identified will complete the pre-work for the certification programs.

Each of the HS AVID 2 courses will have presentations about the Ready, Set, Teach Program.

Presentations will be made to students interested in teaching through various activities, such as newsletters and onsite presentations.

Required staff members will attend the summer teaching institutes.

**Third-Quarter Benchmark**

July - September 2019

The identified candidates will complete the summer work necessary in order to begin the program.

The number of students enrolled in Ready, Set, Teach will increase from previous year.

Calendar of competitions for FCCLA and TAFE will be submitted to the Grow Your Own Committee for review.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Grow Your Own Committee which created the strategies for the will conduct a data analysis on the benchmarks each quarter. If the metrics are not being met the committee will conduct a root cause analysis to see the course necessary for improved results.

The Lubbock ISD hopes to use this grant as a pilot program to jump start our efforts so that Lubbock ISD will have a fully developed Grow Your Own program which includes high school students through currently employed paraprofessionals and substitutes. The number met by this grant will not meet the demand necessary for long term stability in our staffing numbers.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
  - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

One staff member has been teaching the Education and Training courses for several years in Lubbock ISD. The teacher was selected based on commitment and success in the classroom. The numbers in the program became to many for one teacher therefore another teacher was added in the 2018-19 school year. The success record and experience was used in the selection of this second teacher.

The Lubbock ISD takes special consideration when hiring these teachers through collaboration from the Director of CTE and the Assistant Superintendent of Human Resources. This will continue as the district recruits qualified staff for any new positions.

For any new positions, notification of an invitation to apply will be given to teachers who have been identified by campus administration as good candidates to teach students interested in the education profession. These teachers will have verified student success and progress as evidenced through their teacher evaluation.

With the addition of a stipend a MOU for a three year commitment will be expected for the teachers in this program.



**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

The Lubbock ISD has two primary group of candidates within the paraprofessional, instructional aides, and long-term substitutes. The first group of candidates are the employees current holding a confirmed bachelors degree from an accredited university and eligible to enter the iteachTEXAS Clinical Teaching program. The second group are employees with an associates degree or 60 hours of college work who are eligible to enter the 2+1 program at Texas Tech University.

Process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA.

The Lubbock ISD Grow Your Own Committee (GYOC) developed a document to used to identify candidates for each of the programs. The following criteria is given a point value to rank each of the candidates, the candidates with the highest ranking are first offered the stipend from this grant. While the Lubbock ISD feels that there will certainly be more eligible candidates than this grant will provide funding, priority for the grant will be given to the candidates with the greatest potential to complete requirements

Correct completion of application - 0 or 10 points

References - 30 points

Writing Portion of application - 10 points

Predictability score on the Haberman - 50 points

Years of experience in Lubbock ISD - 5 points

Interview - 15 points

Candidate diversity thought identified needs - 10 points

Supports and potential career pathways for candidates will include mentors and close monitoring of the progress of these candidates through the Grow Your Own committee members.

The Lubbock ISD will created a MOU in which the candidate commits to remain in the LEA for three years to receive the stipend. The stipend will also be distributed throughout the year and as the candidate completes the required components of their program

### Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

#### PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value=""/>	X \$11,000 =	<input type="text" value=""/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="2"/>	X \$5,500 =	<input type="text" value="11,000"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="5"/>	X \$6,000 =	<input type="text" value="30,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text" value="0"/>	X \$9,000 =	<input type="text" value=""/>
<b>Total Request for Pathway 1</b>			<input type="text" value="41,000"/>

#### PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text" value="8"/>	X \$5,500 =	<input type="text" value="44,000"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value=""/>	X \$11,000 =	<input type="text" value=""/>
Request for Pathway 2			<input type="text" value="41,000"/>
Request for Pathway 1			<input type="text" value="44,000"/>
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<input type="text" value="85,000"/>

#### PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text" value=""/>	X \$22,000 =	<input type="text" value=""/>
Number of candidates participating in an intensive pre-training service program	<input type="text" value=""/>	X \$5,500 =	<input type="text" value=""/>
<b>Total Request for Pathway 3</b>			<input type="text" value=""/>

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Stipend for Education and Training Teachers

10,000

Stipend for Candidates in Certification Program

40,000

Substitute Costs

2,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Certification Exams and Test preparation

2,000

**SUPPLIES AND MATERIALS (6300)**

classroom materials

3,000

**OTHER OPERATING COSTS (6400)**

Travel for summer teacher institute

15,000

Travel for CTSO competitions

8,000

Total Direct Costs 80,000

Should match amount of Total Request from page 8 of this application

**Indirect Costs**

5,000

**TOTAL AMOUNT REQUESTED**

85,000

Total Direct Costs plus Indirect Costs



**Grow Your Own Grant**  
**Pathways 1 and 2 Grow Your Own Program Attachment**

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

- Students in Instructional Practices and Practicum in Education and Training courses are given the opportunity to participate in TAFE/Educators Rising. TAFE/Educators Rising grew from 10 registered members last year to 17 registered members in the current year.
  - Students compete in **Exploring Careers in Administration, Exploring Careers in Support Services and Exploring Careers in Noncore Subject Areas**. Each competition requires the participant to job shadow administrators and counselors to determine if that career is one they will pursue.
  - Job Interview teaches students to master the technique of the panel interview, including all documents required.
  - Lesson Planning and Delivery and Children's Literature also teach other aspects of Education.
- All Lubbock ISD teachers of the Education and Training courses collaborate to increase enrollment at all the high schools. Lubbock ISD offers the Principles of Ready, Set, Teach on the high school campus. The courses which follow the principles course are taught at the Advanced Technology Center (ATC). Students choose the class periods and then either ride a bus to the ATC or provide their own transportation.
  - Ready, Set, Teach students participate in a recruitment project, which involves presenting to various classes using a Google Slides Presentation to peak interest. Ready, Set, Teach students choose classes in which they believe interest in the program will be high.
  - Presented to the AVID classes are conducted to target students of diversity since one of the components for AVID is that the student be from a group that is underrepresented in college.
  - Ready, Set, Teach Ambassadors are always promoting classes to elementary and middle school students. These students provide tours at the Advanced Technology Center, information about their program of study, and advantages of the Ready, Set, Teach program.
- The Lubbock ISD Education and Training course personnel collaborate with the Assistant Superintendent for Human Resources around the placement of the students. It is important to the Lubbock ISD that our students receive the best experience while in the classroom. The following steps describe the process.
  - READY, SET, TEACH is working with 77 mentor teachers at 25 elementary/middle school campuses
  - Placements are made by highly qualified principal recommendations. Principals also use teacher value-added results to make their recommendations.
  - It is recommended that mentor teachers have no less than three years of field experience.
  - Students working in RTI groups with a READY, SET, TEACH intern frequently experience gains in their Student Growth Percentile

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.

The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

- Students who are recruited have expressed interest in becoming an educator, and should exhibit at least the beginnings of a good work ethic:
  - He/she should have declared a pathway for graduation of Human Services with Education and Training endorsement.
  - He/she should be on target for on-time graduation.
  - He/she should have very few, if any, high level discipline referrals
  - He/she should have very good attendance with very few tardies.
- Applications are available, during the application period in the Spring, on the LISD website and all five high school campuses are encouraged to allow students who meet the above criteria to apply.
  - Counselors meet with students who meet the criteria, and must recommend them for placement.
  - Recommended students are interviewed, and credentials reviewed.
  - Students who meet all criteria and complete the interview process are notified of acceptance in a timely manner.
- We have an agreement with Lubbock ISD that students who complete the program, attend a 4-year university and become a certified teacher, he/she is guaranteed a position with a \$1000 stipend.
  - Scholarship opportunities are available to various universities.
  - On-going support is available. Contact is maintained after graduation with the majority of our students.
  - Ready, Set, Teach takes field trips to local universities, and we have representatives of those schools come in as guest speakers
  - Scholarship workshops for students are offered to help our students apply for financial assistance opportunities.
  - We have an annual reception for alumni and current READY, SET, TEACH seniors. At this banquet, students who qualify are awarded a certificate of employment.
  - Education and Training Advisory Board, now called an Industry Leadership Council, provides guidance, advice and support for students, teachers and administrators.
    - Meet twice yearly
    - Discuss program updates
    - Changing trends in industry
    - Student achievements
    - Assess and discuss need for change in course direction.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

The Lubbock ISD does not presently have a partnership for dual credit but is desiring to move in this direction. Lubbock ISD has initiated dual credit classes for our Ready, Set, Teach program with South Plains College toward their Associate of Arts in Teaching degree. Currently the college program is being reviewed and changes made to better align with Texas Tech's program. We will continue to work with SPC and develop our dual credit alignment through the 2018-19 school year. We hope to have this process completed and ready for our high school students beginning 2019-2020 school year.

The Lubbock ISD will only use the stipend of \$5,000 dollars since the timeline is not set at the time of the grant submission.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** (required only if applying for Pathway 2 funds in addition to Pathway 1)

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

**Partnership for Training, Support and Certification**

The Lubbock ISD has developed partnerships with two EPP partners by examining the records of success of each of the EPP as well as the overall timeline for program implementation and completion. The partnership with two provide the Lubbock ISD and candidate choices of a program which best fits the candidate's situation.

**Partnership 1:**

iteachTEXAS and Lubbock ISD has developed a program allowing the candidate who currently holds a bachelor's degree to seek certification through a Clinical Teaching option. This option which is a full job embedded opportunity which eliminates the one of the greatest barriers when an employee must keep their job and the district who needs employees in their job positions as much as possible. The Clinical Teaching option is designed for the employee who holds a bachelor's degree with at least a 2.5 GPA and who have passed their content area TExES Certification test. The online curriculum program has practice tests and other resources to support the candidate in their preparation for the subject area certification test. This certification test must be in the area for which the paraprofessional is currently employed. Also, special consideration will be taken for the candidate that does not meet the GPA requirement through iteachTEXAS support.

Once enrolled in the program the candidate is eligible to begin a field-based experience after completing the instructional training which is provided online and classroom observation hours. Over a 14-week time period, the candidate will be observed three times by an iteachTEXAS Field Supervisor while performing the role and functions of a teacher.

Once all instructional training, the 14-week residency and state required testing has been successfully accomplished, the candidate will be recommended for their Standard Teacher Certification.

**Partnership 2**

Lubbock ISD and Texas Tech University have a long-standing partnership around teacher preparation. This grant application supplements this partnership by extending opportunities for teacher preparation to district-employed paraprofessionals, instructional aides and long-term substitutes.

The TTU model for teacher preparation centers around three essential program features: (a) the consistent presence of the site coordinator (clinical coach) who supports local cohorts of teacher candidates, (b) a common vocabulary embodied in the TAP rubric for describing, coaching and evaluating instructional quality, and (c) joint program governance with district (and in many cases) community college partners, including data sharing. These features help ensure that partners are engaged and that teacher candidates are supported by the EPP, one another and the district. Together, these features help increase the likelihood that teacher candidates will be successful.

The TTU distance program, dubbed "Tech Teach Across Texas" because of its reach, and "the 2+1" because of its degree-plan structure, provides a pathway to certification built upon a two-year, Associate of Arts in Teaching (AAT) degree from a community college. Upon completion of the AAT, candidates transfer to Texas Tech University to complete a bachelor's degree and earn teacher certification in one calendar year (12-months) for primary certification areas (Elementary core, or middle/secondary content), all-level Special Education, and all-level English as a Second Language. Unlike previous designs that required the

candidates to physically attend at the IHE, TTAT candidates complete coursework online while remaining in their home community to work in a partner district's classrooms. At the end of the one year, graduates have an immediate job opportunity in the schools where they were prepared for teaching. Although candidates are not "at a distance" from the Tech campus, it is this degree plan that will be used to support GYO candidates in LISD.

From July to June of the following year, candidates will be full-time students taking courses and preparing for their content certification exam, which they will be required to pass by December. Candidates will be working in district classrooms supported by the site coordinator or "clinical coach," and alongside cooperating teachers in classrooms. From August to December, candidates will be in schools 3 days per week, and then 4 days per week from January to June. Candidates start on the first contract day of the new school year and remain until the last contract day of the school year. During June, candidates will also work in district summer school supporting struggling students to learn content and pass the state curriculum examination. In August of the following school year, (now) graduates will enter the classroom as standard-certified teachers who have, as a result of their preparation, one full year of experience prior to their first day.